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ABSTRACT

This study guide, one of eight individualized units developed for students enrolled in cooperative part-time training and employed in a cafeteria, is composed of information about one specific occupation; this unit focuses on the duties of the salad maker. Materials provided in this guide for coordinator use include a student progress chart; a job description; a unit objective and specific objectives; suggested teaching procedures, with student activities and alternatives that the coordinator may use in dealing with various types of disadvantaged students; answers to assignment sheets; answers to the unit test; nine information sheets and 21 assignment sheets suitable for reproduction; and the unit test. Topics covered in this unit are (1) salad maker terms and definitions, (2) recipes and how to follow them, (3) small equipment, (4) types of salads, (5) salad ingredients and preparation, (6) salad dressing, (7) garnishes, (8) salad bar, and (9) cold sandwiches. (YLB)

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ED230809

CAFETERIA OCCUPATIONS

SALAD MAKER

DOT NO. 317.384-010

Coordinator's Guide

MATERIALS DEVELOPED AND DISTRIBUTED BY
Occupational Curriculum Laboratory
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East Texas State University
Commerce, Texas

IN COOPERATION WITH
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FIRST EDITION

1979

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Progress Chart for

SALAD MAKER

Name

D.O.T. #317.384-010

School

Date Completed

INFORMATION SHEET 1	SALAD MAKER TERMS AND DEFINITIONS	
ASSIGNMENT SHEET 1	IDENTIFYING SALAD MAKING TERMS	
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Test	Part 1	
OBJECTIVE	Identify the correct terminology used in relation to the job of Salad Maker.	
INFORMATION SHEET 2	RECIPES AND HOW TO FOLLOW THEM	
ASSIGNMENT SHEET 3	EXPLAIN INFORMATION IN A RECIPE	
ASSIGNMENT SHEET 4	MEASUREMENTS	
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OBJECTIVE	Point out abbreviations used in recipes, and explain the rules for following or adapting recipes.	
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OBJECTIVE	Identify the types of salads prepared in a cafeteria.	
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Test	Part 5	
OBJECTIVE	List the ingredients used in salads and explain how to prepare and store each type.	
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ASSIGNMENT SHEET 18	GARNISHES	
Test	Part 7	
OBJECTIVE	Select the types of garnishes suitable for salads, and explain the preparation.	

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ASSIGNMENT SHEET 19	SALAD BAR OPERATIONS	
Test	Part 8	
OBJECTIVE	Explain how to prepare, arrange, maintain during serving, and clean up the salad bar.	
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ASSIGNMENT SHEET 20	EXPLAIN COLD SANDWICH PREPARATION	
ASSIGNMENT SHEET 21	SANDWICH TERMS	
Test	Part 9	
OBJECTIVE	Identify the types of cold sandwiches served at the salad bar, and explain how each is prepared.	

This student has completed the indicated training under my supervision.

_____
Instructor

FOREWORD

This study guide is one of eight individualized units developed for students enrolled in Cooperative Part-time Training and employed in a cafeteria. Each self-paced unit is composed of information about one specific occupation. The study material is designed to provide the student with general information for immediate assistance on the job, and specific information which will relate to later on-the-job work experiences.

Even though these study guides are individualized, the coordinator should closely supervise each student's studies. To allow the coordinator to better direct the learning activities, both coordinator guides and student manuals are available.

The coordinator's guide provides additional information and suggested activities that will assist in helping the student. Also included are suggested alternatives that the coordinator may use in dealing with various types of students, including the slow-learner, slow-reader, and any other typical disadvantaged student. Other information sheets and assignments may be added to the study guide if requested by the employer.

The student manual should be used by the student in completing the assignments, and also as a reference throughout the job training period. This manual gives directions for both written assignments and individual involvement activities. The pen and paper assignments should be handed in to the coordinator, and the individual involvement activities should be performed in class under the coordinator's supervision. Answer sheets are provided for the assignment sheets and tests; however, students should also be graded

on individual participation. Both tests and assignments should be graded and returned to the students to keep as reference in their notebooks.

A coordinator may have a student complete a related study guide in instances where a business requires the student to perform responsibilities of two or more job titles within Cafeteria Occupations. If a student easily accomplishes all the assignments and studies in one guide, the student might be required to study all available study guides for Food Service Occupations, thus preparing the student for occupational advancement or entrance into the free enterprise system.

The coordinator also is encouraged to read the sheets titled Suggested Teaching Procedures, found in the front of each coordinator's guide, for suggestions on additional activities as well as the explanation of students' assignments. Although student manuals may be purchased individually, the coordinator may reproduce copies of the information, assignment, or test sheets for other students in the class.

For information on other study guides available, contact the Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas, 75428.

ACKNOWLEDGMENTS

Appreciation is expressed to those whose expertise made possible the development of the Food Service study guides. Many coordinators across the state have contributed their time in providing information and activities for the initial development of these publications that will be made available to other Cooperative Part-time Training programs across the state.

Special thanks are extended to those instructors who field-tested the first study guides developed and provided periodic evaluations and comments to be used in revision and further development.

Appreciation also is given the numerous businesses that allowed our writers to collect information for these publications. The following is a partial listing of those cooperating with the project.

All Sports Inn
Charcoal Broiler
Dairy Queen
Ken's Pizza
Long John Silver's
Mr. Quick
Picadilly Cafeteria
Pizza Inn
Sonic Drive Inn
Wyatt's Cafeteria

Special thanks are extended to the Instructional Materials Centers at Texas Tech University in Lubbock and the University of Texas at Austin for their contributions.

SALAD MAKER

DOT NO. 317.384-010

Job Description

The Salad Maker prepares salads, fruits, melons, and gelatin desserts:

1. Cleans vegetables, fruits, and berries for salads, relishes, and gelatin desserts

2. Mixes ingredients for green salads, fruit salads, and potato salad

3. Prepares relish plates of green onions, celery, radishes, and olives

4. Prepares dressings such as Thousand Island, French, and Roquefort, to be served on green salads

5. Peels, cleans, and cuts fruits, to be served for breakfast or compotes

6. Prepares cold sandwiches and cheeses

7. Requisitions supplies daily

UNIT II-E

SALAD MAKER

UNIT OBJECTIVE

After completion of this unit, the student will be able to explain the procedures used in salad preparation and the responsibilities required of a salad maker in a cafeteria. This knowledge will be evidenced through demonstration and by satisfactorily completing a unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student will be able to:

1. Identify the correct terminology used in relation to the job of Salad Maker.
2. Point out abbreviations used in recipes, and explain the rules for following or adapting recipes.
3. Select the proper tools to use in salad making and list the correct safety procedures required in using the tools.
4. Identify the types of salads prepared in a cafeteria.
5. List the ingredients used in salads and explain salad preparation.
6. Name the types of salad dressings, and explain how to prepare and store each type.
7. Select the types of garnishes suitable for salads, and explain the preparation.
8. Explain how to prepare, arrange, maintain during serving, and clean up the salad bar.
9. Identify the types of cold sandwiches served at the salad bar, and explain how each is prepared.

UNIT II-E

SUGGESTED TEACHING PROCEDURES FOR THE COORDINATOR

I. Objective sheet

A. Discuss each specific objective with the student

B. Explain the relationship of each to the training station

C. Renumber the objectives in the most logical sequence to be accomplished

D. Add additional objectives necessary for the training station

II. Information and corresponding assignment sheets

A. Information Sheet #1--Salad Maker Terms and Definitions

1. This information may be used as a glossary

2. Use the following assignment sheets to reinforce this area of information

a. Assignment Sheet #1--Identifying Salad Making Terms

(NOTE: Have students use Information Sheet #1 to complete the assignment sheets.)

b. Assignment Sheet #2--Identifying Salad Preparation Terms

(NOTE: Have students add drawings of preparation terms.)

3. Have students add terms used in the training station

4. Have students develop other word games or make flash cards using terms and definitions

B. Information Sheet #2--Recipes and How to Follow Them

1. Use the following assignment sheets to reinforce this area of information

a. Assignment Sheet #3--Information in a Recipe

1. Have the student use the books in the classroom to complete part 1 of the assignment

2. Have the student use Information Sheet #2 to complete part 2

b. Assignment Sheet #4--Measurements

(Note: Provide the student with dry and liquid measures and a scale to complete this assignment.)

c. Assignment Sheet #5--Abbreviations and Equivalents

1. Have the student use Information Sheet #2 to complete this activity

2. Add additional abbreviations and equivalents that may be used at the student's training station

d. Assignment Sheet #6--Recipe Terms

1. Use Information Sheet #2 to complete this assignment

2. Develop different word games to reinforce the use of terms

C. Information Sheet #3--Small Equipment

1. Use the following assignment sheet to reinforce this area of information:

a. Assignment Sheet #7--Identifying Small Equipment

1. Provide the students with examples of small equipment

2. Have students identify the small equipment used at the training station

b. Assignment Sheet #8--Knife Safety

1. Provide examples of knives used in saladmaking

2. Have student demonstrate ability to perform such tasks as properly chopping, cleaning a knife, paring a

potato, mincing pimentos

3. Have student make a poster showing "Knife Safety"

E. Information Sheet #5--Types of Salad

1. Use Assignment Sheet #9--Salad Types, to reinforce this area of information

a. Provide bulletin board space to display posters

b. Provide magazine from which to cut posters

c. Have student develop word games to reinforce knowledge of salad types

2. Use sentences that answer the questions to make flash cards so that the students can play

F. Information Sheet #5--Salad Ingredients and Preparation

1. Use Assignment Sheet #10--Choosing Good Salad Ingredients, to reinforce this area of information

a. Provide the student with names of managers and stores to complete this assignment

b. Provide student with a chart that will help him/her better complete the assignment

c. Display the charts so the students can see what was found.

2. Use Assignment Sheet #11--Questions on Salad Ingredients, to reinforce this area of information

a. Show the students either pictures or examples of salad greens

b. Have students demonstrate how to core lettuce and peel a tomato

c. Have students take spelling test to demonstrate skill in spelling words that fit in the blanks

3. Use Assignment Sheet #12--Showing Kinds of Salads, to reinforce this area of information

   a. Provide magazines for student to cut pictures

   b. Provide bulletin board space to display posters

   c. Provide class time for students to explain to some of the other students the kinds of salads they will find in a cafeteria

4. Use Assignment Sheet #13--Explaining How Salads are Made, to reinforce this area of information

   (Note: Visit the student at the training station to answer questions pertaining to completion of this assignment.)

5. Use Assignment Sheet #14--Telling Your Class the Duties of a Salad Maker, to reinforce this area of information

   a. Provide student knowledge on where to find the information

   b. Provide class time for student to complete the assignment

G. Information Sheet #6--Salad Dressings

1. Use Assignment Sheet #15--Making Salad Dressing, to reinforce this area of information

   a. Provide recipe and information on how to make mayonnaise

   b. Provide magazines from which to cut pictures

   c. Have students make and display poster showing salad dressings

   d. Provide recipe file for student to locate needed recipes

2. Provide samples of different salad dressings so student may explain when each kind of dressing is used

3. Make arrangements to have a field trip to student training station so the student can

explain the duties

4. Use Assignment Sheet #16--Matching Salad Dressings to Salads, to teach students the special dressings that go with certain salads

H. Information Sheet #7--Garnishes

1. Use Assignment Sheet #17--Making Garnishes, to reinforce this area of information

(NOTE: Have student prepare three of the garnishes and bring them to class.)

2. Use Assignment Sheet #18--Garnishes, to reinforce this area of information

a. Provide magazines from which to cut pictures

b. Provide space to display posters. Have student develop word game to learn to spell the names of garnishes studied

I. Information Sheet #8--Salad Bar

1. Use Assignment Sheet #19--Salad Bar Operations, to reinforce this area of information

(NOTE: Provide charts for the student to use in this assignment.)

2. Visit some cafeterias with the student and discuss the various salad bar operations

J. Information Sheet #9--Cold Sandwiches

1. Use Assignment Sheet #20--Explain Cold Sandwich Preparation, to reinforce this area of information

2. Have student prepare some fancy sandwiches and serve to class.

(NOTE: Have class judge them according to the 8 standards.)

III. Answers to Assignment Sheets

A. Some of the assignment sheets will vary according to training and should be graded individually.

B. Some assignments will not have specific answers but will depend on student participation.

IV. Unit Test

A. The unit test is divided into nine parts

1. Each part covers one information sheet

2. Each part uses various methods of testing

B. Various approaches may be used in testing

1. Give each part of the test after the student has completed the work in one information area or sheet

2. Give the entire test upon completion of the study guide and assignments

3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning

C. Add test parts corresponding to any information areas or sheets added to the study guide

V. Answers to the Unit Test

A. Answers are based upon total information covered in the unit

B. For convenience of grading, make corresponding answer sheets for additional test parts added

VI. References

A. Food Service. New Brunswick, NJ: Vocational-Technical Curriculum Laboratory, Rutgers University, 1974.

B. Food Service Employee. Lubbock, TX: Department of Home Economics, Texas Tech University, 1975.

C. Haines, Robert G. Food Preparation for Hotels, Restaurants, and Cafeterias. Chicago: American Technical Society, 1976.

D. Katschevar, Lendal H., Ph.D. Standards, Principals, and Techniques in Quantity Food Service Production. Boston: Cahners Books International, Inc., 1966.

VII. Sources of Additional Information

A. Food Service Occupations. Salem: The Oregon Board of Education, 1974.

B. Middle School Junior High Co-Educational Mini Units in Home Economics. White Bear Lake: Minnesota Instructional Materials Center, n.d.

UNIT II-E

SALAD MAKER

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

Across		Down	
1.	grind	1.	grate
6.	cube	2.	julienne
7.	tear	3.	wedge
8.	dressing	4.	seasoned
9.	mince	5.	shred
11.	slice	6.	core
12.	base	10.	chill
14.	dice	13.	pare
16.	blend	15.	cut
18.	exact measurement	17.	garnish
21.	pit	19.	toss
23.	utensil	20.	moist

Assignment Sheet #2

A. chop
B. slice
C. pare
D. cube or dice
E. toss
F. grate

Assignment Sheet #3

A. 1. wash, core, cut
   2. dice
   3. add, toss
   4. season
   5. place, garnish, sprinkle, top
   6. garnish

B. Yield is the number of servings the recipe will make

C. Toss gently until thoroughly blended

D. 1. a knife
   2. a mixing bowl
   3. salad forks

E. Step 4. Season with salt and sugar

F. Place on a leaf of lettuce. Garnish the top with a little salad dressing. Sprinkle on chopped nuts and top with maraschino cherry. Garnish with a sprig of parsley.

G. 1. Read the recipe
2. Be sure you know all the words and amounts before you begin
3. Get all equipment and food before you start to prepare the food
4. Use exact measurements
5. Follow each step in order given

Assignment Sheet #4

Evaluated to the satisfaction of the instructor.

Assignment Sheet #5

A. 1. few grains
2. number
3. degree
4. quart
5. cup
6. teaspoon
7. pound
8. tablespoon
9. temperature
10. ounce
11. dozen
12. gallon
13. with
14. pint
15. hour
16. teaspoon
17. number
18. tablespoon

B. 1. Dry measure
a. 1 tablespoon
b. 1 cup
c. 1 pint
d. 12 pieces

2. Liquid measure

a. 1 tablespoon
b. 1 ounce
c. 1 cup
d. 1 pint
e. 1 quart
f. 1 quart
g. 1 gallon

Assignment Sheet #6

Across		Down	
1.	measurements	2.	abbreviations
9.	preparation	3.	metal
10.	order	4.	degree
12.	exactly	5.	ingredients
14.	equivalent	6.	spatula
15.	guess	7.	container
17.	scale	8.	level
19.	directions	11.	recipe
20.	pint	13.	liquid
22.	yield	16.	step
23.	ring	18.	mix
24.	exactly	21.	number
25.	temperature		

Assignment Sheet #7

A. Sandwich spreader--spread butter or filling on sandwiches

B. Melon ball scoop--cutting fruits and vegetables into small balls

C. Boning knife--coring lettuce

D. Butcher knife--cutting sweet potatoes, cabbage, watermelon, squash

E. French knife--slicing and cutting raw fruits and vegetables. Chopping small quantities of parsley, onions, and nuts. Dicing and mincing ingredients

F. Slicer--slicing tomatoes, lettuce wedges. Cutting sandwiches

G. Fruit and salad knife--coring lettuce, paring and sectioning fruits

H. Paring knife--removing skin from fruits and vegetables

I. Peeler--slicing thin strips of fruits and vegetables

J. Dipper or scoop--portioning food into shapes

K. Grater--grating carrots, cheese, etc.

L. Colander--draining fruits and vegetables

M. Tongs--handling food products without touching

N. Cutting board--to chop fruits and vegetables

Assignment Sheet #8

1. a
2. b
3. a
4. b
5. b
6. a

Assignment Sheet #9

A. Evaluated to the satisfaction of the instructor.

B. 1. Fruit salads should be gently folded because they are so delicate.

2. Ingredients for a tossed salad should be kept moist by covering with a damp towel.

3. Molded salads are unmolded by dipping them in warm water and turning onto a plate.

4. The common ingredients for a tossed salad are lettuce, tomatoes, cucumbers, and grated carrots.

5. The base for a molded salad is gelatin.

6. Fruits and vegetables should be drained in order to prevent them from being watery.

7. Some ingredients used as a base for frozen salads are whipped cream, cream cheese, or cottage cheese.

8. Salad greens are prepared for tossed salads by coring, washing, and pulling apart.

9. Fruits and vegetables are added to gelatin after it is partially set.

Assignment Sheet #10

Evaluated to the satisfaction of the instructor.

Assignment Sheet #11

A. 1. iceberg lettuce
butterhead lettuce
bibb lettuce
romaine lettuce
curly endive
escarole
turnip greens
mustard greens
spinach
green cabbage
red cabbage

2. Hit the core end sharply on the counter, then twist the core to remove it.

3. Dip the tomato in hot water until the skin loosens, then in cold water, and strip off the skin.

B. 1. iceberg
2. crisp
3. drain
4. stainless steel
5. acid
6. lemon juice and fruit juice
7. leftovers

Assignment Sheets #12 - #16

Evaluated to the satisfaction of the instructor.

Assignment Sheet #17

A. Radish roses--Wash radishes; cut off root, leaving one inch of stem. Hold the radish, stem down, and make overlapping cuts into the sides of the radish, being careful not to cut through skin. Place in cold water.

B. Radish accordions--Wash radishes; cut off root and stem. Hold radish lengthwise and make thin slices from the root end to the stem end, being careful not to cut completely through. Place in cold water.

C. Celery fans--Wash celery; cut into 2 1/2 inch pieces. Make short cuts close to each end. Place in cold water.

D. Carrot curls--Clean and pare large, thick carrot. Use peeler to make thin slices. Wrap each slice around your finger and fasten carrot with toothpick. Place in cold water. Remove toothpick before serving.

Assignment Sheets #18 and #19

Evaluated to the satisfaction of the instructor.

Assignment Sheet #20

A. 1. Bread--white, whole wheat, rye, rolls, or buns; fresh and soft.

2. Spread--softened butter or margarine, mayonnaise, mustard.

3. Filling--what goes between the bread.

B. 1. Sandwich--two or more slices of bread with filling between.

2. Spread--a food like butter, margarine, or mayonnaise used on bread.

3. Margarine--a food made of fats and oils.

4. Filling--a food, such as meat, cheese, or egg salad, used in a sandwich.

C. Evaluated to the satisfaction of the instructor.

D. 1. Bread, fillings, and garnishes should be fresh.

2. Fillings should taste good, be tender, easy to eat, and satisfy the appetite.

3. Chopped fillings should be cut in pieces large enough.

4. Soft fillings should include crisp material.

5. 1/3 to 1/2 of total sandwich should be filling.

6. Sandwich should be such that it can be picked up without losing filling.

7. Should be cut neatly.

8. Filling should not hang over edge.

Assignment Sheet #21

Across	Down
1. sandwich spreader	1. soft filling
4. fancy	2. sandwich
5. tongs	3. waxed paper
6. mustard	7. sliced
8. filling	9. white
10. whole wheat	11. butter
12. spread	14. rolled
13. cutting board	15. rye
16. pinwheel	18. meat
17. trays	
19. open-faced	

UNIT II-E

SALAD MAKER

ANSWERS TO UNIT TESTS

Unit Test--Part 1

1. a. 26
   b. 15
   c. 19
   d. 17
   e. 10
   f. 2
   g. 16
   h. 5
   i. 13
   j. 6
   k. 9
   l. 25
   m. 20
   n. 18
   o. 8
   p. 12
   q. 7
   r. 4
   s. 1
   t. 3
   u. 24
   v. 21
   w. 22
   x. 23
   y. 11
   z. 14

2. a. break
   b. slice
   c. dressing
   d. garnish
   e. scrape
   f. Julienne
   g. body
   h. grate
   i. mince
   j. rinse

Unit Test--Part 2

1. a. t. or tsp.
   b. T. or Tbsp.
   c. C
   d. pt.
   e. qt.
   f. gal.
   g. oz.
   h. lb.
   i. f.g.
   j. no or #
   k. doz.
   l. temp.
   m. °
   n. $\bar{c}$
   o. hr.

2. a. 4
   b. 8 or 10
   c. 5
   d. 1
   e. 2
   f. 10 or 8
   g. 3
   h. 6 or 9
   i. 9 or 6
   j. 7

3. a. Read the whole recipe before you start.
   b. Know all words and amounts before you start.
   c. Get all equipment and ingredients before you start.
   d. Use exact measurements.
   e. Follow the directions in order.

Unit Test--Part 3

1. a. French knife, butcher knife
   b. cutting board
   c. boning knife fruit and salad knife
   d. melon ball scoop
   e. scoop
   f. grater
   g. colander
   h. melon ball scoop
   i. sandwich spreader
   j. tongs

2. a. False
   b. True
   c. False
   d. False
   e. True
   f. True

3. a. B
   b. A
   c. B
   d. B
   e. B
   f. A

Unit Test--Part 4

1. a. True
   b. True
   c. False
   d. True
   e. False
   f. True
   g. True
   h. True
   i. True
   j. False

2. a. fruit
   b. fruit or frozen
   c. tossed
   d. fruit
   e. fruit
   f. frozen
   g. frozen
   h. tossed
   i. tossed
   j. fruit and tossed

Unit Test--Part 5

1. a. True
   b. False
   c. True
   d. True
   e. True
   f. True
   g. False
   h. True
   i. False
   j. True

2. a. 7
   b. 8
   c. 5
   d. 9
   e. 10
   f. 2
   g. 1
   h. 6
   i. 4
   j. 3

3. a. larger
   b. fruits or vegetables
   c. body
   d. flavor
   e. pretty

4. a. False
   b. True
   c. False
   d. False
   e. True

5. a. 3
   b. 5
   c. 1
   d. 2
   e. 4

6. a. fruits and vegetables
   b. base, body, garnish, dressing
   c. olives carrot curls, radish roses
   d. gelatin
   e. recipe, tools, ingredients

Unit Test--Part 6

1. a. To improve the flavor of salads
   b. To improve the appearance of salads
   c. To keep some ingredients from turning dark
2. Salad dressing is cooked and mayonnaise is not.
3. a. True
   b. False
   c. True
   d. True
   e. False
   f. False
   g. True
   h. False
   i. True
   j. True

Unit Test--Part 7

1. a. artificial
   b. add
   c. can
   d. cold
   e. improve
2. a. True
   b. False
   c. False
   d. True
   e. False
3. a. radish roses
   b. celery fans
   c. carrot curls
   d. radish accordions
4. Evaluated to the satisfaction of the instructor.

Unit Test--Part 8

1. a. C
   b. B
   c. C
   d. E
   e. D
   f. D
   g. E
   h. B
   i. B
   j. A
   k. B
   l. E
   m. D
   n. D
   o. C
   p. D

2. a. 4
   b. 3
   c. 1
   d. 2

Unit Test--Part 9

1. a. bread
   b. filling
   c. spread
   d. filling
   e. bread
   f. bread
   g. spread
   h. spread

2. a. 1
   b. 8
   c. 6
   d. 4
   e. 2
   f. 10
   g. 3
   h. 5
   i. 7
   j. 9

3. a. 6
   b. 4
   c. 7
   d. 8
   e. 2
   f. 3
   g. 1
   h. 5

4. a. False
   b. True
   c. True
   d. True
   e. False
   f. True
   g. False
   h. True

UNIT II-E

SALAD MAKER

INFORMATION SHEET #1--SALAD MAKER TERMS AND DEFINITIONS

A. Break--To divide lettuce or other salad greens into pieces

B. Core--To remove the seeds or center part of apples, pears, cabbage, lettuce, etc.

C. Cube--To cut into square pieces of the same size

D. Cut--To divide into small pieces with a knife

E. Dice--To cut into cubes

F. Grate--To rub food, such as orange or lemon peel, cheese, or cabbage against a grater to obtain fine particles

G. Grind--To put food through a food chopper

H. Julienne--To cut into matchstick-size pieces

I. Mince--To cut or chop into very small pieces

J. Pare--To cut off outside covering, using a knife

K. Pull--To strip off the outside covering without using a knife

L. Pit--To remove the stone or seeds from fruit

M. Shred--To cut into narrow strips with a knife or shredder

N. Slice--To cut across in flat pieces

O. Tear--To pull salad greens into pieces

P. Wedge--To cut into shape of a wedge. This means that each piece is thick on one side and thin on the other

Q. Chill--To refrigerate

R. Rinse--To hold under cold running water or dip in clean water to remove loose dirt particles

S. Scrape--To remove the skin by rubbing it with the sharp edge of a knife

T. Scrub--To use a vegetable brush to clean the outside of a vegetable such as a potato

U. Soak--To put food in enough liquid to cover for a certain length of time

V. Base or underliner--Foundation of the salad, usually a green leaf

W. Body--Main ingredients of the salad

X. Garnish--Anything used to make the salad more attractive

Y. Dressing--Provides seasoning for salad

Z. Toss--To move around in a circular movement

AA. Blend--To mix two or more foods together

AB. Thoroughly--completely

AC. Utensil--A bowl, pot, pan, spoon or anything used in cooking

AD. Seasoned--Food that has had spices, salt, or pepper added to it

AE. Exact measurement--perfect measurement

AF. Delicate--easy to crush

AG. Moist--slightly wet

AH. Basic--the beginning part

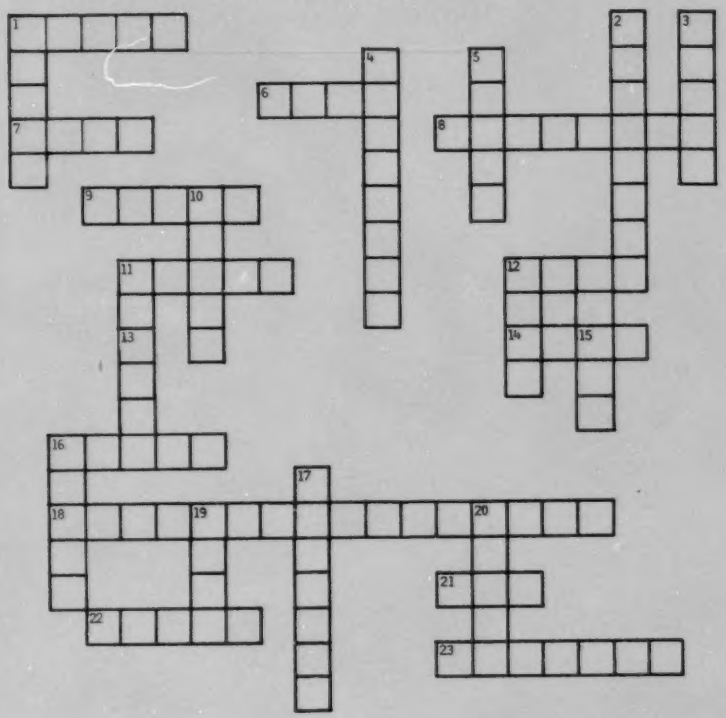
AI. Partially set--gelatin that is nearly firm

UNIT II-E

SALAD MAKER

ASSIGNMENT SHEET #1--IDENTIFYING SALAD MAKING TERMS

Directions: Fill in the crossword puzzle with the correct term for each definition given.



ACROSS

1. To put food through a food chopper
6. To cut into square pieces
7. To pull salad greens apart
8. Provides seasoning for salads
9. To cut or chop into very small pieces
11. To cut across into flat pieces
12. Foundation for a salad
14. To cut into cubes
16. To mix two or more foods
18. Perfect measurement
21. To remove the stone or seeds from fruit
22. To hold under or dip into cold, running water to remove dirt
23. A bowl, pot pan, or anything used in cooking.

DOWN

1. To rub food against a metal plate (grater) to make fine pieces
2. To cut into matchstick-size pieces
3. To cut into the shape of a wedge
4. Food that has had spices, salt, and pepper added.
5. To cut into narrow strips with a knife or shredder
6. To remove seeds or center part
10. To refrigerate
13. To cut off the outside covering
15. To divide into small pieces with a knife
17. Anything used to make a salad more attractive
19. To move around in a circular motion
20. Slightly wet

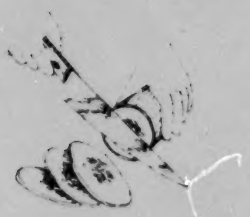
UNIT II-E

SALAD MAKER

ASSIGNMENT SHEET #2--IDENTIFYING SALAD PREPARATION TERMS

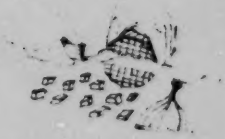
Directions: Write the words that describe the pictures below.

A. _____

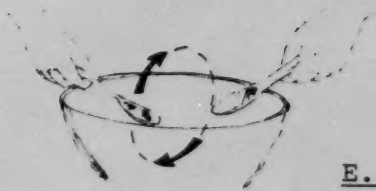


B. _____

C. _____



D. _____



E. _____

F. _____

UNIT II-E

SALAD MAKER

INFORMATION SHEET #2--RECIPES AND HOW TO FOLLOW THEM

I. Five things to know in following a recipe

A. Measurements

B. Abbreviations

C. Equivalents

D. Recipes

E. Terms or words

II. Terms and definitions

A. Preparation--The process of preparing or making something

B. Measurement--Finding the size or how much there is of something

C. Metal--Smooth and shiny, like tim; not glass, paper, wood, or plastic

D. Container--A box, can, jar, or anything used to hold things

E. Liquid--Anything that flows or pours; anything wet

F. Ring--A circle on a measure or a round container

G. Dry--Not wet or sticky

H. Level--To make flat

I. Spatula--A tool with a long flexible blade that is used for spreading

J. Scale--A piece of equipment used to find out how heavy something is

K. Abbreviation--A short way to write a word

L. Amount--How much of something

M. Equal--Same amount

N. Equivalents--Equal things; different ways to get the same amount of something

O. Recipe--How to make something to eat

P. Ingredient--A food used in a recipe

Q. Directions--The steps describing how to do something

R. Mix--To put together or stir

S. Yield--How much food a recipe will make; how many persons a recipe will serve

T. Exactly--Perfectly, or just right

U. Guess--To think something may be right, but not to know it is right

V. Step--A part of a recipe direction

W. Order--The way one step follows another

III. Measurement

A. Measures are metal containers.

(NOTE: These come in five sizes--gallon, 1/2 gallon, quart, pint, and cup. These are used to measure liquids. The rings on the measure show how much liquid is in the container. You should fill the container to the correct ring.)

B. Measuring spoons are used to measure liquid and dry foods.

(NOTE: These come in four sizes--tablespoon, teaspoon, 1/2 teaspoon, and 1/4 teaspoon.)

C. Stacked measuring cups are used to measure dry foods.

(NOTE: These come in four sizes--1 cup, 1/2 cup, 1/3 cup, and 1/4 cup. Level dry ingredients with a spatula.)

D. A scale is also used to measure dry food.

IV. Abbreviations

An abbreviation is a short way to write a word.

(NOTE: You must know these to do your work.)

A. Teaspoon--tsp. or t.

B. Tablespoon--tbsp. or T.

C. Cup--c.

D. Pint--pt.

E. Quart--qt.

F. Gallon--gal.

G. Ounce--oz.

H. Pound--lb.

I. Few grains--f.g.

J. Number --no. or #

K. Dozen--doz.

L. Temperature--temp.

M. Degree--°

N. With--$\bar{c}$

O. Hour--hr.

V. Equivalents

(NOTE: Time can be saved in food preparation when you know equivalents.)

A. Dry foods

1. 3 teaspoons = 1 tablespoon
2. 16 tablespoons = 1 cup
3. 16 ounces = 1 pound
4. 1 dozen = 12 pieces

B. Liquid foods

1. 3 teaspoons = 1 tablespoon
2. 2 tablespoons = 1 ounce
3. 8 ounces = 1 cup
4. 2 cups = 1 pint
5. 4 cups = 1 quart
6. 2 pints = 1 quart
7. 4 quarts = 1 gallon

VI. Recipe preparation rules

A. Read the whole recipe before you start to prepare the food.

Gelatin Dessert

YIELD: 150, 3/4-cup servings

Ingredients	Amount
Gelatin, powder mix	4 packages
Water	4 gallons

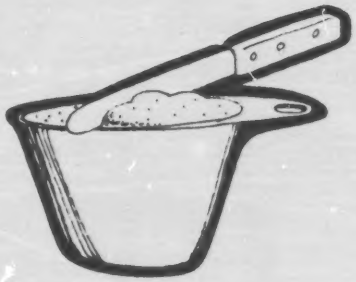
Directions:

1. Boil 2 gallons of water
2. Add the boiling water to the gelatin. Stir to dissolve.
3. Add 2 gallons cold water. Stir
4. Place in refrigerator to set.

B. Be sure you know all the words and amounts before you begin.

C. Get all equipment and food you need before you start to prepare the food.

D. Use exact measurements.



E. Follow each direction in order: do step number one, then step number two until you finish.

DIRECTIONS

1.

2.

3.

4.

UNIT II-E

SALAD MAKER

ASSIGNMENT SHEET #3--EXPLAIN INFORMATION IN A RECIPE

Directions: Use the following recipe to answer the questions below.

Waldorf Salad

YIELD: 25 servings (No. 16 dipper)

Ingredients

4 lbs. apples, cored, diced
1 lb. celery, diced
4 ozs. raisins
1/4 c. lemon juice
1 pt. salad dressing
3 ozs. walnuts, chopped
25 lettuce leaves
25 parsley sprigs
salt and sugar to taste

Directions:

1. Wash, core, and cut apples in half. Do not peel.
2. Dice into 1/2 inch cubes; place in a mixing container.
3. Add diced celery, raisins, lemon juice, and salad dressing. Toss gently until thoroughly blended.
4. Season with salt and sugar.
5. Place on a leaf of lettuce. Garnish the top with additional salad dressing. Sprinkle on the chopped nuts and top with maraschino cherry.
6. Garnish with a sprig of parsley.

Questions

A. List the key words in each step of the directions for this recipe.

1.
2.
3.
4.
5.
6.

B. What is meant by yield?

C. What directions are given for combining ingredients?

D. What utensils will you need?

E. What part of a recipe tells what seasoning to add to the food?

F. How is the food served?

G. List the five steps used in following a recipe.

1.

2.

3.

4.

5.

UNIT II-E

SALAD MAKER

ASSIGNMENT SHEET #4--MEASUREMENTS

Directions: Complete the following assignment at home or prepare the materials for a class presentation.

A. Compare liquid and dry measuring utensils by:

1. Use a 1-cup liquid measuring cup and a 1-cup dry measuring cup. Measure 1 cup of sugar in each cup. Are they exactly the same?

2. Use a 1-cup liquid measuring cup and a 1-cup dry measuring cup. Measure 1 cup of water in each cup. Are they exactly the same?

B. On a scale, weigh 16 ounces of sugar. How many tablespoons are in the 16 ounces of sugar?

UNIT II-E

SALAD MAKER

ASSIGNMENT SHEET #5--ABBREVIATIONS AND EQUIVALENTS

A. Write the word that means the same as the abbreviation listed below.

1. f.g. _____
2. # _____
3. ° _____
4. qt. _____
5. c. _____
6. t. _____
7. lb. _____
8. T. _____
9. temp. _____
10. oz. _____
11. doz. _____
12. gal. _____
13. $\bar{c}$ _____
14. pt. _____
15. hr. _____
16. tsp. _____
17. no. _____
18. tbsp. _____

B. Write the equivalents for the following.

1. Dry measure
   a. 3 t.= _____ c. 16 oz.= _____
   b. 16 T.= _____ d. 1 doz.= _____

2. Liquid Measure

a. 3 t.= _____

b. 2 T.= _____

c. 8 oz.= _____

d. 2 c.= _____

e. 4 c.= _____

f. 2 pt.= _____

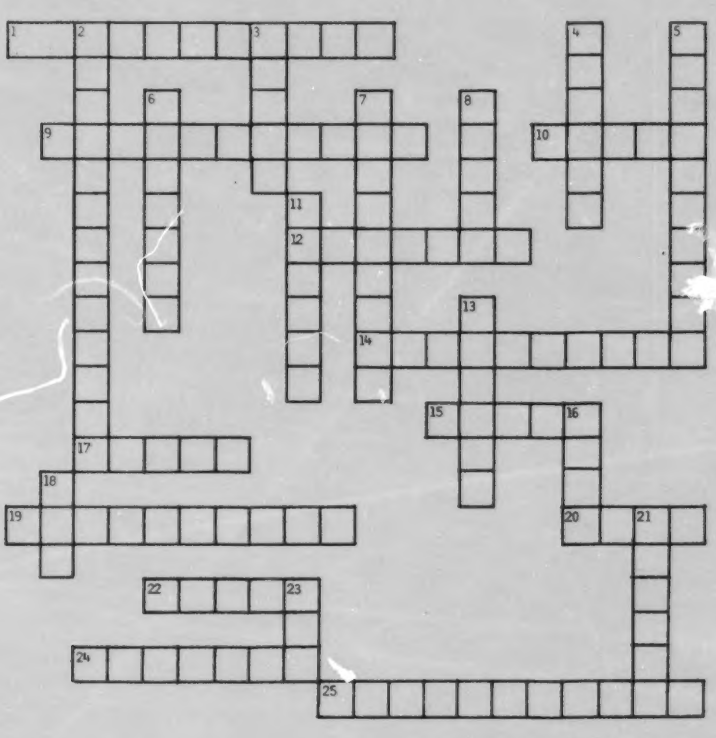
g. 4 qt.= _____

UNIT II-E

SALAD MAKER

ASSIGNMENT SHEET #6--RECIPE TERMS

Directions: Fill in the crossword puzzle with the correct term for each definition given.



Across

1. Finding the size or how much there is of something
9. The process of making something
10. The way one step follows another
12. Perfectly; just right
14. Things that are equal
16. To think something is right
17. A piece of equipment used to find out how much something weighs.
19. The steps describing how to do something
20. Two cups, abbreviated pt.
22. How much a recipe will make
23. A round container
25. The amount of heat needed to cook a certain food; abbreviated temp.

Down

2. A short way to write a word
3. Smooth and shiny, like tin
4. A word shown by a small ^{o} (450^{o})
5. A food used in a recipe
6. A tool with a long, flexible blade
7. A box, jar, can, etc.; container
8. To make flat
11. Directions in how to make something
13. Anything that pours or flows
16. A part of a recipe
18. To put together; stir
21. A word that is abbreviated No. or #.
23. Not wet

UNIT II-E

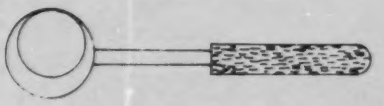
SALAD MAKER

INFORMATION SHEET #3--SMALL EQUIPMENT

I. Uses

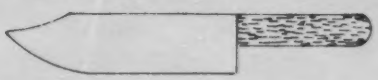
A. Sandwich spreader--Used for spreading butter or fillings on sandwiches

B. Melon ball scoop--Used for cutting various fruits and vegetables into small balls

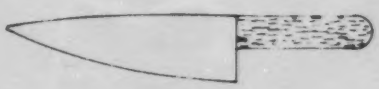


C. Boning knife--Used for coring lettuce

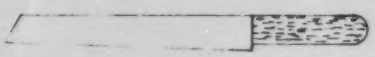
D. Butcher knife--Used for cutting sweet potatoes, cabbage, watermelon, and squash



E. French knife--Used for slicing and cutting raw fruits and vegetables; chopping small quantities of parsley, onions, nuts; dicing and mincing ingredients



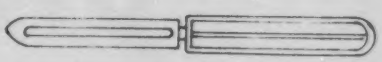
F. Slicer--Used for slicing tomatoes and lettuce wedges or cutting sandwiches



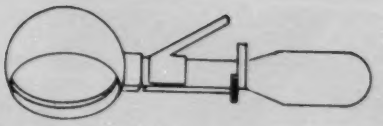
G. Fruit and salad knife--Used for coring lettuce; paring and sectioning fruits

H. Paring knife--Used for paring fruits and vegetables

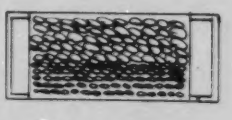
I. Peeler--Used for slicing thin strips of fruits and vegetables.



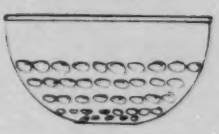
J. Dipper or Scoop--Used for portioning food and controlling amount of food served, and for shaping food



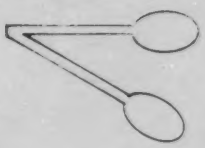
K. Grater--Used for grating carrots, cheese, and other foods



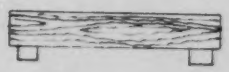
L. Colander--Bowl with holes in it, used for draining fruits and vegetables



M. Tongs--Used to handle food products without touching them



N. Cutting board--Used to chop fruits and vegetables on



II. Care of knives

A. Wash knives by themselves

B. Place knives in sink with all points in the same direction.

C. Dry and store each knife separately

D. Use knives for cutting and slicing only

(NOTE: Do not use knives for prying open jars and cans.)

III. Safe use of knives

A. Use correct knife for each job

B. Always use a cutting board

C. Wash and wipe knife from the back of the blade

D. Do not put knife into water where it cannot be seen

E. When carrying knife, hold the point down

F. Do not use knife as a lever

G. Do not use knife for cutting paper or string, or for sharpening pencils

H. Store knives in racks or slots

UNIT II-E

SALAD MAKER

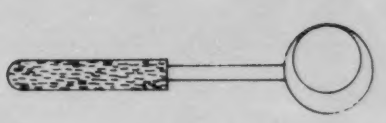
ASSIGNMENT SHEET #7--IDENTIFYING SMALL EQUIPMENT

Directions: Name each piece of equipment below and tell how it is used.

Equipment	Uses

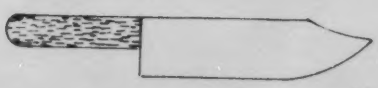
A.

B.



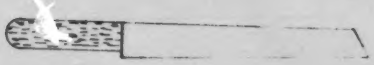
C.

D.



E.

F.



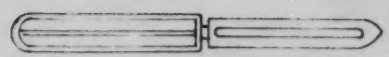
G.

Equipment

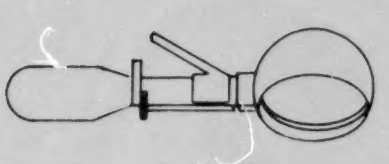
Uses

H.

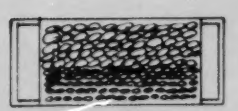
I.



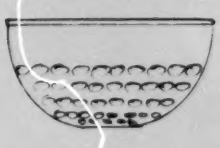
J.



K.



L.



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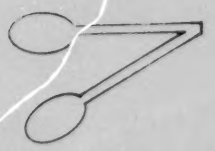

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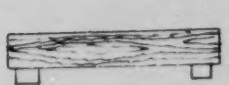


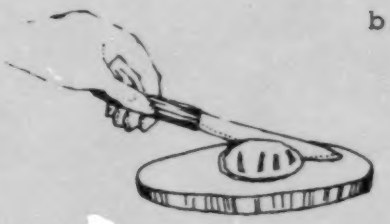
UNIT II-E

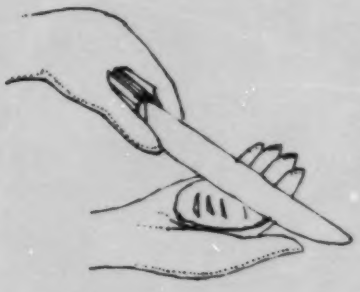
SALAD MAKER

ASSIGNMENT SHEET #8--KNIFE SAFETY

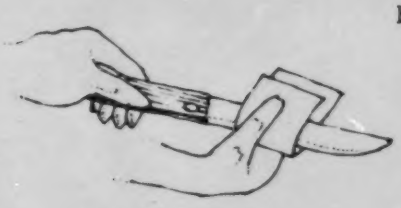
Directions: Select the correct practice in each of the following examples. Circle the letter of the correct practice.

A. Chopping

a. 

b. 

B. Wiping a knife

a. 

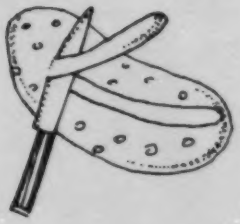
b.

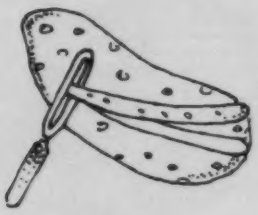
C. Opening a jar

a.

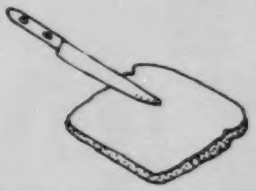
b.

D. Paring a potato

a. 

b. 

E. Spreading a sandwich

a. 

b.

F. Spreading softened butter

a.

b.

UNIT II-E

SALAD MAKER

INFORMATION SHEET #4--TYPES OF SALADS

I. Molded salads

A. Made with plain gelatin or gelatin dessert base

B. Gelatin must be partially set before adding fruits or vegetables

C. Are colorful and pretty

D. Can be molded by dipping outside of the mold almost to the top in warm water and then turning mold over with a plate on the top. (Caution: Do not let water run into mold.)

II. Tossed salads

A. Greens for tossed salads should be broken into small pieces and put in a large container

B. Tossed salad is made of greens, grated carrots, sliced cucumbers, diced tomatoes, and other vegetables

C. Cover the container with a damp cloth to keep the salad from drying out

D. Salad greens should be very dry to prevent sogginess

III. Fruit salads

A. Most fruit salads are delicate and should be gently folded, not tossed

B. Cut fruit into bite size pieces

C. Fresh fruits are best, but canned fruits can be used

D. Combine fruits that taste good together

E. Fruits should be drained well

IV. Frozen salads

A. Frozen salads are usually made of fruits

B. Nuts and some crisp vegetables may be added

C. Select ingredients for color and flavor

D. The base for frozen salads is usually whipped cream, cream cheese, or cottage cheese

UNIT II-E

SALAD MAKER

ASSIGNMENT SHEET #9--SALAD TYPES

Directions: Prepare the following assignment and turn in to your teacher.

A. Make a poster showing the four types of salads discussed in your information sheet. You may cut the pictures from magazines. Label each picture as to the type.

B. Answer the following questions with complete sentences.

1. How should fruit salads be mixed? Why?

2. How are the ingredients for a tossed salad kept from drying out?

3. How are molded salads unmolded?

4. What are the most common ingredients for a tossed salad?

5. What is the base ingredient for a molded salad?

6. Why is it necessary to drain both fruit and vegetables before mixing into the salad?

7. What are some ingredients used as a base for frozen salads?

8. How are salad greens prepared for tossed salads?

9. When are fruits and vegetables added to gelatin when making a molded salad?

UNIT II-E

SALAD MAKER

INFORMATION SHEET #5--SALAD INGREDIENTS AND PREPARATION

I. Things to think about when using salad ingredients

A. Plan suitable combinations fo color, flavor, and texture

B. Handle ingredients carefully

C. Arrange ingredients to look nice

D. Be sure everything is clean, fresh, tender, crisp, and chilled

II. Ingredients of salads

A. Most salads are made with fruits or vegetables

B. Some main dish salads contain high protein foods (meat and cheese)

C. Gelatin can also be used in preparing salads

III. Salad greens used in making salads

A. The most commonly used green is iceberg lettuce

B. Other lettuces are butterhead, bibb, romaine, curly endive, and escarole

C. Turnip and mustard greens, spinach, and green or red cabbage

IV. Rules in making salads

A. Find recipe, read it, and ask any questions you may have

B. Get all ingredients and utensils needed

V. Salad green preparation

A. Wash greens carefully in warm running water to remove dirt and insects

B. Remove tough skins, outer leaves, and damaged leaves

C. Remove lettuce core by hitting the core sharply on the counter; twist and remove it

D. Run water into the core hole and separate the leaves

E. Turn core end down to drain

F. Crisp greens in refrigerator, or cover with towel and ice

G. Tear with hands, or use stainless steel knives to separate greens

VI. Facts about vegetables used

A. Fresh or cooked vegetables may be used

B. Keep vegetables away from air to maintain taste, and do not cut too small or mix too much

C. Remove parts that cannot be eaten

D. Always drain before using

VII. Vegetable preparation

A. Wash, pare, core, and cut into desired shape

B. Use sharp stainless steel knife

(NOTE: To skin a tomato, dip it in hot water until skin is loose, then dip in cold water, and slip off skin.)

VIII. Storage of vegetables

A. Store in refrigerator until ready to use

B. Place in container and cover with damp cloth before refrigerating

(NOTE: If vegetables become wilted, bag with ice and refrigerate for a few minutes.)

IX. Types and preparation of fruits

A. Fresh, raw, canned, or dried fruits can be used

B. Some fruits turn dark when exposed to air (Examples: bananas, apples, pears, and avocados)

C. Fruits that turn dark should be dipped in acid solution

(NOTE: Proper acid solutions include lemon juice, fruit juice, vinegar and water, or citric acid and water.)

D. Clean, pare, and pit or core fruits

E. Cut into desired shapes, using stainless steel knife

F. Store in covered container in refrigerator

X. Proteins used in salads

A. Meat, poultry, fish, cheese, and eggs

B. Meat soaked in vinegar and oil with spices adds flavor

(NOTE: Salads are a good use for leftovers.)

XI. Four basic parts of salad

A. Base or underliner, usually leafy green vegetable

B. Body is main part of salad (tossed vegetables, fruits, gelatin, or protein)

C. Garnish to make salad more attractive (carrot curls, olives)

D. Dressing provides seasoning

UNIT II-E

SALAD MAKER

ASSIGNMENT SHEET #10--CHOOSING GOOD SALAD INGREDIENTS

Directions: Prepare the assignment and turn it in to your teacher.

A. Go to a supermarket and a convenience store, and compare the following items:

   1. The amount of salad greens in the store
   2. The condition of the salad greens
   3. The amount of salad fruits
   4. The condition of the salad fruits
   5. The cost of the salad greens
   6. The cost of the salad vegetables

B. Go to a produce house and an open outdoor market and compare the same items as in question #1.

C. Write a short paragraph telling where the cafeteria should buy salad ingredients and why?

UNIT II-E

SALAD MAKER

ASSIGNMENT SHEET #11--QUESTIONS ON SALAD INGREDIENTS

Directions: Using Information Sheet #5, answer the following questions.

A. 1. List 11 salad greens that may be used in making salads

2. Explain how to core lettuce

3. Tell how to peel a tomato

B. Use the following words to fill in the blanks below.

iceberg	acid
crisp	lemon juice
drain	fruit juice
stainless steel	leftovers

1. The most commonly used lettuce in making salads is _____ lettuce.

2. If salad greens have wilted, you may _____ them by placing in plastic bag with ice and putting in the refrigerator

3. When using canned fruits in salads, you should _____ them.

4. _____ _____ knives should be used in cutting salad ingredients.

5. To keep fruits from turning dark, they should be dipped in an _____ solution.

6. Examples of an acid solution are _____ and _____.

7. To make more use of _____, use them in salads.

UNIT II-E

SALAD MAKER

ASSIGNMENT SHEET #12--SHOWING KINDS OF SALADS

Directions: Collect pictures from magazines to show vegetable salads, fruit salads, and gelatin salads. Make a poster and label the different salads. Explain the kinds of salads to your class, and answer any questions the class has about the salads.

UNIT II-E

SALAD MAKER

ASSIGNMENT SHEET #13--EXPLAINING HOW SALADS ARE MADE

Directions: Look at three salads at your training station--a vegetable salad, a fruit salad, and a gelatin salad.

A. Make a list of ingredients used in each salad

B. Make a list of tools and equipment used in making each salad

UNIT II-E

SALAD MAKER

ASSIGNMENT SHEET #14--TELLING YOUR CLASS THE DUTIES OF A SALAD MAKER

Directions: Prepare and make a talk to your class. The title to this talk should be: "What a Salad Maker Does on the Job".

UNIT II-E

SALAD MAKER

INFORMATION SHEET #6--SALAD DRESSINGS

I. Three basic types of salad dressings

A. French dressing--oil dripped into vinegar and seasonings--2 parts oil, 1 part liquid.

(NOTE: French dressing is shaken or stirred before serving.)

B. Mayonnaise--uncooked, semi-solid dressing prepared by dripping oil into egg yolks until it becomes solid, then add in flavorings

(NOTE: Very slow process because mayonnaise will separate if oil is added too fast.)

C. Boiled dressing--a cooked mixture of liquids and seasonings thickened with cornstarch, flour, or eggs.

II. Variations of salad dressings

A. French dressing--add ingredients such as honey, chives, Roquefort cheese, capers, or poppy seeds

B. Mayonnaise--add ingredients such as garlic powder, green onions, sour cream to enhance flavor

C. Cooked dressing--add ingredients such as minced garlic, parsley flakes, honey to change flavor

III. Uses of salad dressings

A. To improve flavor of salads

B. To improve appearance of salads

C. To keep some ingredients (bananas and apples) from turning dark

IV. Storage of salad dressings

A. Dressings should be stored in clean ceramic, glass, or stainless steel containers

B. Dressings should be stored at 40° - 50° F.

V. Ingredients for salad dressings

A. Corn, cottonseed, peanut, soy, or other vegetable oils are good for mayonnaise.

(NOTE: Be sure the oil is fresh.)

B. Corn, cottonseed, peanut, soy, or good quality olive oil are used for French dressing

C. Bacon fat, animal fat, butter, or margarine are used for cooked dressings

D. Clear, double-strength vinegar is used for French dressing

E. Good quality, fresh fruit juices may be used when adding variations

F. Eggs should be of the best quality and should be fresh

G. All spices should be clean and fresh

H. Never use mineral oil in making salad dressings

VI. Certain common variation of salad dressings are good with certain salads

A. Thousand Island dressing--mayonnaise base with chili sauce, chopped hard cooked eggs, sweet relish, parsley, and paprika added (used with green vegetable salads)

B. Louis salad dressing--similar to Thousand Island in appearance, but is more tart because horse-radish, dill pickles, and lemon juice are added with mayonnaise and chili sauce (used on vegetable salads)

C. Blue or Roquefort cheese dressing--Roquefort cheese is added to uncolored French dressing and served with leafy green salads

D. Honey cream dressing--a blend of cream cheese, mayonnaise, and honey is served with fruit salads

UNIT II-E

SALAD MAKER

ASSIGNMENT SHEET #15--MAKING SALAD DRESSINGS

Directions: Prepare the following assignment concerning salad dressing preparation.

A. Make a poster that explains how to make mayonnaise.

B. Write an explanation on the poster of why it is important to follow the correct process to make mayonnaise.

C. Cut from magazines three pictures that show dressings used on salads, and place them on the poster. Find and write the recipes for the three dressings.

UNTI II-E

SALAD MAKER

ASSIGNMENT SHEET #16--MATCHING SALAD DRESSINGS TO SALADS

Directions: Answer the following questions concerning the use of salad dressings on different salads at training station.

A. Explain the ways which salad dressings are varied at your training station.

B. List the salads served at your training station and tell which dressings most people prefer on each.

C. List unusual mixtures of salads and dressings you have seen used at your training station.

UNIT II-E

SALAD MAKER

INFORMATION SHEET #7--GARNISHES

I. Garnishes make the difference between plain salads and something really special

   A. The finishing touches placed on or around salads are called garnishes

   B. Garnishes add a touch of color or flavor to a salad

II. General suggestions for using garnishes:

   A. Use garnishes that can be eaten

   B. A garnish should improve the appearance of the salad

      (NOTE: It should not be the only thing the customer can see.)

   C. Balance the placement of garnishes on the salad

      (NOTE: Use add numbers.)

   D. Experiment with garnishes, considering size, color, and texture

   E. Colorful, natural foods such as paprika, pimento, lemon slices, green onions, or stuffed olives are nice garnishes

   F. Avoid using blue or purple

   G. Be sure garnishes are fresh

   H. Drain garnishes with liquid sauce that might run into the food

   I. Try to keep the temperature of the garnish near the temperature of the food

   J. Avoid using toothpicks in garnishes as much as possible

   K. In choosing and making garnishes, keep in mind the taste and color combinations of the garnish and the food

III. Certain ways used to make the most common garnishes:

A. Radish roses

1. Wash radishes and cut off the root, leaving about one inch of stem. Hold the radish stem down.

2. Use a sharp knife to make overlapping cuts down and into the sides of the radish.

(Note: Do not cut completely through the skin, but just enough to make the red skin stand away from the center of the radish)

3. Place in cold water to make the "petals" open and remain crisp.

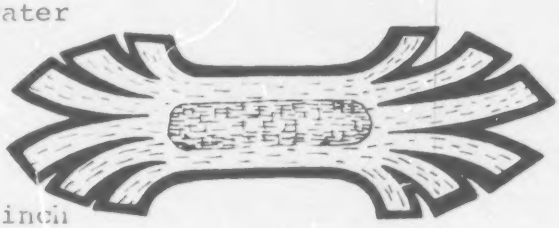
B. Radish accordions

1. Wash radishes and cut off the root and stem.

2. Hold the radish lengthwise and with a sharp knife, make thin slices in the radish from the root end to the stem end.

(Note: Be careful not to cut completely through the radish)

3. Place in cold water to force open.



C. Celery fans

1. Wash celery.

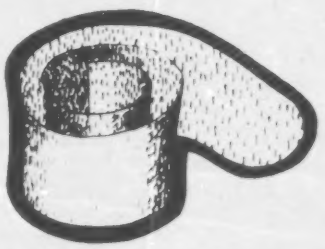
2. Cut into 2 1/2 inch pieces.

3. Make short cuts close together at each end.
4. Place in cold water to make it fan out.

(NOTE: Green onions may be done the same way

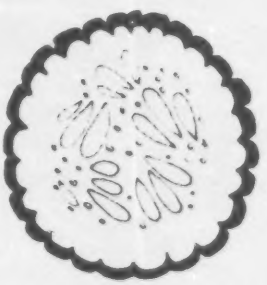
D. Carrot curls

1. Clean and pare a large, thick carrot.
2. Use the peeler to cut very thin slices lengthwise.
3. Wrap each slice around your finger and secure the carrot with a toothpick.
4. Place in cold water to make it crisp.
5. Remove the toothpick before serving.



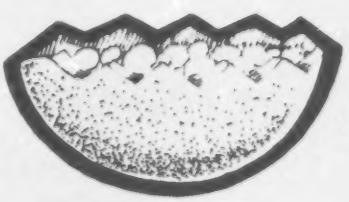
E. Scored cucumber

1. Wash the cucumber.
2. Score by running the prongs of a fork lengthwise along all sices.
3. Slice thin.



F. Citrus cups

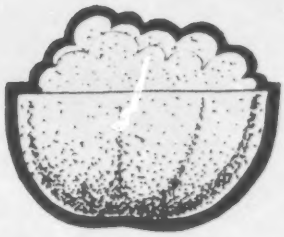
1. Cut an orange or grapefruit in half.
2. Make a sawtooth edge.
3. Remove the pulp.
4. Fill with slaw, gelatin, mixed fruit or something that looks and tastes good.



G. Tomato cups

1. Wash and slice off the top of a tomato.

2. Hollow out some of the inside and fill with chicken or tuna salad.



H. Melon basket

1. Slice a watermelon or cantelope lengthwise.

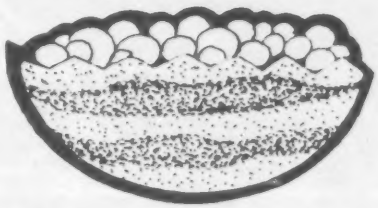
2. Make sawtooth edge.

3. Hollow out the center, using a small melon scoop.

4. Make balls out of cantaloupe, watermelon, or honeydew melon.

5. Put these balls in the "basket."

(Note: Scoops of sherbert can be used to add interest.)



IV. Purpose of Garnishes

A. Make food more appealing

B. Adds nutrition value to salads. Examples: tomato wedges, sliced stuffed olives, sliced hard-cooked eggs, or chopped pickles

UNIT II-E

SALAD MAKER

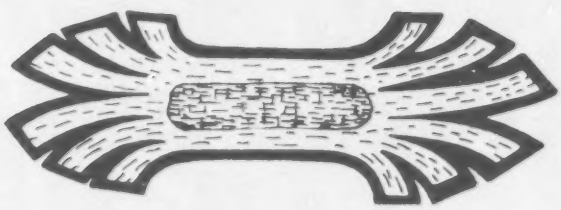
ASSIGNMENT SHEET #17--MAKING GARNISHES

Directions: Write a description of how the following garnishes are made.

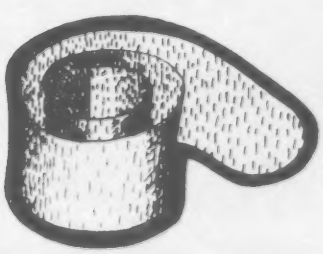
A. Radish roses A.

B. Radish accordian B.

C. Celery fans C.



D. Carrot curls D.



UNIT II-E

SALAD MAKER

ASSIGNMENT SHEET #18--GARNISHES

Directions: Prepare the following assignment and turn it in to your teacher.

A. 1. Collect pictures of salads with garnishes from magazines.

2. Arrange the pictures on a poster.

3. Label the garnishes

4. From the information you have in this unit, tell whether you think the garnishes are good or bad and why.

B. Make a list of suitable garnishes. Tell how you would use each as a garnish.

UNIT II-E

SALAD MAKER

INFORMATION SHEET #8--SALAD BAR

I. Reasons salad bars are used:

A. Customers can select salad

B. Cafeteria can use items they have overstocked

C. Makes the cafeteria look more attractive

II. Preparation of the bar

A. Clean all surfaces on the salad bar

B. Check platter cooler for proper cooling

C. Fill ice bin

III. Set up the bar

A. Place plates in plate cooler

B. Fill dressing containers

C. Fill pepper dispenser

D. Place croutons in proper place

E. Place salads on the bar in a pretty arrangement

F. Place tongs or spoons in the bowls of salad

IV. Maintenance of the bar

A. Keep the bar wiped clean

B. Keep ice clean and fresh

C. Keep dressing containers full

D. Keep dressing ladles clean

E. Keep bowls full

V. Clean-up of salad bar

A. Remove dressing containers, wipe clean and refrigerate the dressing

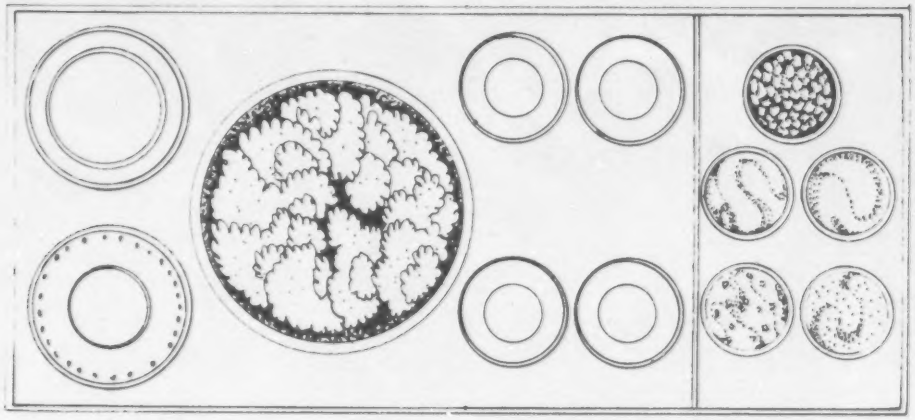
B. Remove the remaining salads and refrigerate

C. Remove the ice from the bar

D. Drain or sponge up the water left in the bar

E. Wipe down the salad bar

IV. Arrangement of salads on bar



A. Plates are first

B. Large lettuce salad is placed next to bowls

C. Small salads are placed next so the customer may make their own selections

D. Dressings, crackers, and condiments are placed last

E. Salads are the first food a customer sees on a cafeteria line, so they should look very pretty and appetizing

UNIT II-E

SALAD MAKER

ASSIGNMENT SHEET #19--SALAD BAR OPERATIONS

Directions: Visit three cafeterias and compare the following items by rating poor, fair, good, or excellent.

		Poor	Fair	Good	Excellent
Surfaces are clean	1				
	2				
	3				
Ice bin clean and filled	1				
	2				
	3				
Plates in proper place	1				
	2				
	3				
Dressing containers full and clean	1				
	2				
	3				
Condiments in proper place	1				
	2				
	3				
Tongs or spoons in proper place	1				
	2				
	3				
Salads look pretty	1				
	2				
	3				
Dressing ladles clean	1				
	2				
	3				

After you have done this, write a short paragraph telling how each of the cafeterias could improve their salad bars.

UNIT II-E

SALAD MAKER

INFORMATION SHEET #9--COLD SANDWICHES

I. Terms

A. Sandwich--two or more slices of bread with filling between them

B. Spread--a food like butter, margarine, or mayonnaise used on bread

C. Margarine--a food made of fats and oils

D. Filling--a food like meat, cheese, or egg salad used in a sandwich

II. Sandwich Ingredients

A. Bread

1. Sliced

(NOTE: white, whole wheat, rye)

2. Rolls or buns

B. Spread

1. Softened, not melted, butter or margarine
2. Mayonnaise
3. Mustard

C. Filling

1. Gives taste to sandwich
2. Should cover, but not hang over the bread

III. Tools

A. Large trays--used to hold the slices of bread

B. Sandwich spreader--used to spread the butter, margarine, or mayonnaise and some fillings

C. Scoop--used to place fillings on bread

D. Tongs--used to place meat or cheese on the bread

E. Cutting board--used when slicing sandwiches

F. Thin, sharp knife--used to cut sandwich in half

G. Wax paper--used to wrap sandwich

IV. Steps in making sandwiches

A. Place slices of bread in a double row on a tray

B. Spread bread with softened butter, margarine, or mayonnaise

C. Place filling on every other row of bread

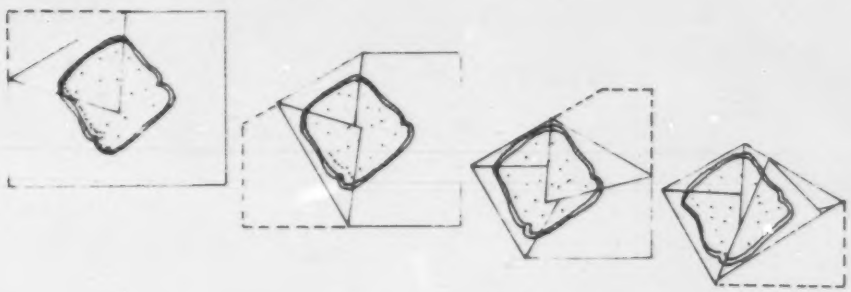
D. Spread the filling

E. Close the sandwiches, using both hands

F. Place three sandwiches in a stack

G. Slice through the stack to cut in half

H. Wrap the sandwiches



V. Standards for sandwich preparation

A. Bread, filling, and garnishes should be fresh

B. Fillings should be pleasantly flavored, tender in texture, and easily eaten

C. Chopped fillings should be spread evenly and neatly--not messy

D. Soft fillings should also contain crisp material. (Examples: celery or cucumber)

E. One-third to one-half of the total sandwich should be filling

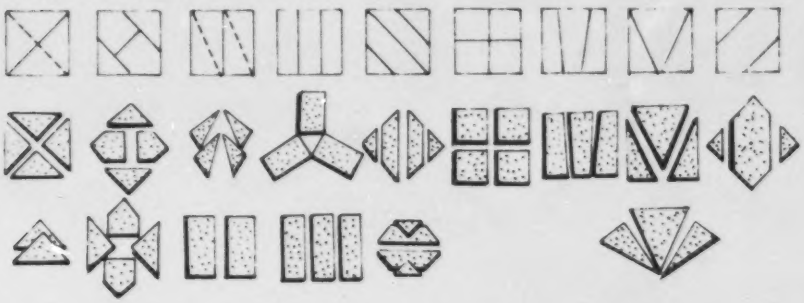
F. Fillings should not hang over the edges

G. Sandwich should be made so that it can be picked up without losing filling

H. Sandwiches should be cut neatly into equal parts

VI. Fancy sandwiches

A. Served on trays that are attractively arranged in different cuts



B. Are considered finger foods

C. Forms may be closed, open faced, pinwheel, or rolled

D. Different types of bread may be used. Examples are banana nut, date nut, and fruit breads.

E. Fillings should spread easily

F. Suitable types of fillings include cream cheese with fruit, meat salad, and vegetable salad.

VII. Storage

A. Store in refrigerator

B. Cover sandwiches with damp cloth to keep from drying out

C. The longest length of time sandwiches should be stored is 12 hours at 40° F.

D. Some sandwiches can be frozen, depending on filling

E. Individually wrapped sandwiches may be stacked three high

F. Unwrapped sandwiches may be stacked two high

G. Sandwiches with moist fillings may get soggy when stacked

UNIT II-E

SALAD MAKER

ASSIGNMENT SHEET #20--EXPLAIN COLD SANDWICHES PREPARATION

Directions: Prepare the following assignment and turn it in to your teacher.

A. Name and describe the three main ingredients for cold sandwiches.

1.

2.

3.

B. Spell correctly and describe the four terms related to sandwich-making in your information sheet.

1.

2.

3.

4.

C. Draw a picture that shows the steps in making cold sandwiches.

D. List 8 standards for sandwich preparation.

1.

2.

3.

4.

5.

6.

7.

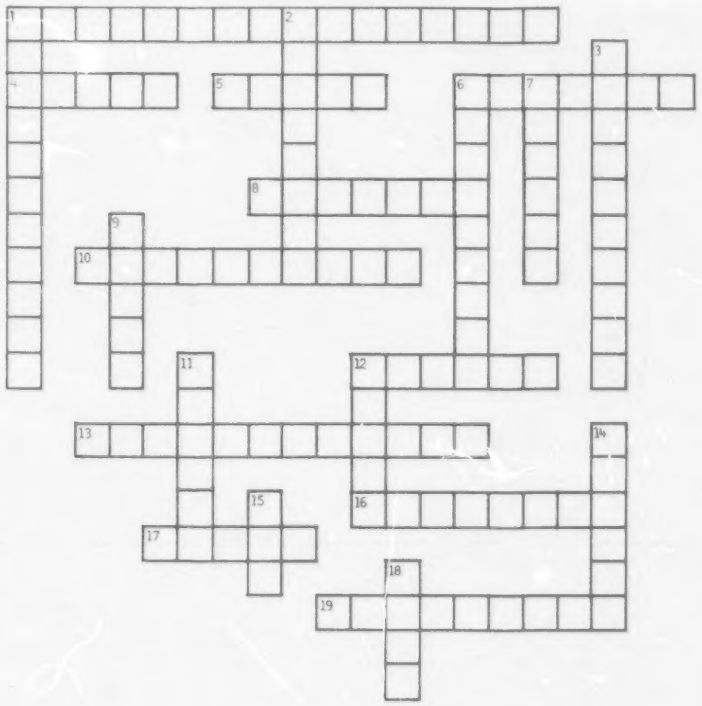
8.

UNIT II-E

SALAD MAKER

ASSIGNMENT SHEET # 21--SANDWICH TERMS

Directions: Fill in the crossword puzzle with the correct term for each definition given.



ACROSS

1. A tool used to spread fillings, butter, etc.
4. Sandwiches cut in different ways
5. A tool used to lift meat or cheese slices
6. A spead used for sandwiches
8. A sandwich ingredient
10. A kind of bread (2 words)
12. A sandwich ingredient that makes bread soft
13. A place to put sandwiches when slicing (2 wds)
16. A shape for a fancy sandwich
17. A par used to hold slices of bread
19. A type of fancy sandwich (2 words)

DOWN

1. Should contain crisp material (2 words)
2. Two or more slices of bread with filling between them
3. A wrap for sandwiches
7. A type of bread
9. A kind of bread
11. A spread for sandwiches
14. A shape for fancy sandwiches
15. A kind of bread
18. A food used as a sandwich filler

UNIT II-E

SALAD MAKER

UNIT TEST--PART I

1. Match the terms associated with the salad maker to the correct definition.

_____ a. break	1. provides seasoning for salad
_____ b. cube	2. to cut across in flat pieces
_____ c. dice	3. to remove seeds or center part of fruit or vegetable
_____ d. Julienne	4. green leafy vegetable that serves as foundation for salad
_____ e. peel	5. to use a vegetable brush to clean
_____ f. slice	6. to move around in circular motion
_____ g. chill	7. to remove skin by rubbing with sharp knife
_____ h. scrub	8. to cut into narrow strips with knife or shredder
_____ i. body	9. to cover food in liquid for a certain time
_____ j. toss	10. to strip outside covering without knife
_____ k. soak	11. to hold under or dip in water to clean
_____ l. cut	12. to cut into shape of wedge
_____ m. grind	13. main ingredent of salad
_____ n. pare	14. anything used to make salad pretty
_____ o. shred	15. to cut into pieces of the same size
_____ p. wedge	
_____ q. scrape	
_____ r. base	
_____ s. dressing	
_____ t. core	
_____ u. grate	

_____ v. mince

_____ w. pit

_____ x. tear

_____ y. rinse

_____ z. garnish

16. to refrigerate

17. to cut into match stick pieces

18. to cut off outside covering with a knife

19. to cut into cubes

20. to put food through a food chopper

21. to chop into small pieces

22. to remove stone from fruit

23. to pull salad greens into pieces

24. to rub food against grater

25. to divide into small pieces with knife

26. to divide lettuce into pieces

2. Unscramble the following terms associated with salad making.

a. krbae

b. ceils

c. esisndgr

e. srhigra

c. pearsc

f. eninjlue

g. doby

h. trage

i. nmeci

j. sinre

UNIT II-E

SALAD MAKER

UNIT TEST--PART 2

1. Write the abbreviations for the following measurements.

   a. teaspoon _____
   b. tablespoon _____
   c. cup _____
   d. pint _____
   e. quart _____
   f. gallon _____
   g. ounce _____
   h. pound _____
   i. few grains _____
   j. number _____
   k. dozen _____
   l. temperature _____
   m. degree _____
   n. with _____
   o. hour _____

2. Match the following equivalents by placing the numbers of the terms in the correct blank.

_____	a. 3 teaspoons	1. 12 ounces
_____	b. 16 tablespoons	2. 1 ounce
_____	c. 16 ounces	3. 1 pint
_____	d. 1 dozen	4. 1 tablespoon
_____	e. 2 tablespoons	5. 1 pound
_____	f. 8 ounces	6. 1 quart
_____	g. 2 cups	7. 1 gallon
_____	h. 4 cups	8. 1 cup
_____	i. 2 pints	9. 1 quart
_____	j. 4 quarts	10. 1 cup

3. List five rules for following a recipe.

a.

b.

c.

d.

e.

UNIT II-E

SALAD MAKER

UNIT TEST--PART 3

1. Select the correct use of a salad maker's small equipment by filling in each of the blanks in the sentences with one of the words below.

salad spreader	paring knife
melon ball scoop	peeler
boning knife	scoop
butcher knife	grater
French knife	colander
slicer	tongs
fruit and salad knife	cutting board

a. In cutting cabbage for coleslaw, one may use a _____ or a _____.

b. In making coleslaw, the cabbage should be put on a _____ _____ before cutting it.

c. To core lettuce, one should use a _____ _____ or a _____ and _____ knife.

d. A _____ _____ _____ is used in making a melon basket.

e. One may serve potato salad with a _____ to shape it pretty and give the same amount to each person.

f. To prepare the cheese to put on top of pear halves, one should use a _____ so the cheese will be in little pieces.

g. A _____ is used to drain fruits.

h. A _____ _____ _____ is very useful in making melon baskets.

i. To spread butter on sandwiches, a _____ _____ should be used rather than a knife.

j. Sometimes _____ are used to serve a green salad.

2. Point out the correct care of knives by answering true or false to each statement below.

____a. Throw the knives in a wash sink by themselves, not paying any attention to the blades and handles, to wash them.

____b. Hold the point of the knife down when carrying it.

____c. Knives should be stored in a drawer.

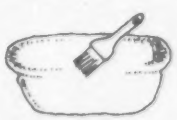
____d. Cutting boards should be used to chop apples.

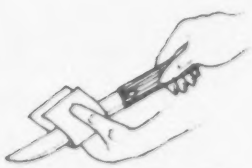
____e. Clean, clear water should be used to wash knives.

3. Identify the correct safety procedure for using knives by circling the correct number.

a. A. B.

b. A. B.

c. A. B. 

d. A.  B.

e. A. B.

f. A. B.

UNIT II-E

SALAD MAKER

UNIT TEST--PART 4

1. Select the correct procedures for salad preparation by writing True or False in the spaces at the left.

_____a. Gelatin should be partially set before adding fruits and vegetables.

_____b. Molded salads add color and beauty to the salad bar.

_____c. It is better to use canned fruit in fruit salad.

_____d. Salad greens are kept from drying out by covering them with a damp cloth.

_____e. Fruit salads should be tossed hard.

_____f. Nuts and crisp vegetables should be added to frozen salads.

_____g. Plain gelatin or gelatin dessert are used in molded salads.

_____h. Fruit should be cut into bite sized pieces for fruit salad.

_____i. Fruits that look and taste good should be used together.

_____j. Dip molded salads in very hot water to unmold them.

2. Identify kinds of salads by writing the name of each salad in the correct blank below.

Molded, tossed, fruit, frozen

a. _____ salads are made from plain or dessert gelatin.

b. _____ salads are pretty and colorful.

c. _____ salad is made from greens, carrots, cucumbers, and other vegetables.

d. _____ are delicate and should not be tossed.

e. In making _____ salad, fresh fruits are better to use.

f. _____ are usually made from fruits and a base of whipped cream or cream cheese.

g. Nuts and crisp vegetables may be added to _____ salads.

h. Greens for _____ salad should be broken into small pieces and placed in a large container.

i. Ingredients for a _____ salad should be covered with a damp cloth.

j. Fruits and greens for _____ salad should be drained well.

UNIT II-E

SALAD MAKER

UNIT TEST--PART 5

1. Identify the correct things to think about when preparing salads by writing True or False in the blank in front of each sentence.

_____a. The size the fruit or vegetable is cut is important in making salads.

_____b. Ingredients for salads must be wilted and limp.

_____c. The most commonly used salad green is iceberg lettuce.

_____d. Cabbage is sometimes used as a salad green.

_____e. Washing the greens well will remove insects.

_____f. Fresh or cooked vegetables may be used in salads.

_____g. Leftover meats are never used in salads.

_____h. Sharp, stainless steel knives are used in cutting salads.

_____i. Fruits should turn dark in salads.

_____j. Fruits dipped in lemon juice will not turn dark.

2. Select the correct rules to follow in preparing salad ingredients by writing the number of each phrase on the right in the correct blank on the left.

_____a.	Proper acid solutions are	1.	should be used in salads for interest
_____b.	Combination of color, flavor, and texture	2.	prevents it from turning dark
_____c.	To wash vegetables	3.	apples and bananas
_____d.	To crisp vegetables	4.	should be removed
		5.	hold under warm running water

_____e.	To separate lettuce leaves	6.	by setting with core end down
_____f.	Hand tearing lettuce	7.	lemon juice and citric acid
_____g.	Different size pieces of fruit	8.	is necessary for a good salad
_____h.	Lettuce is drained	9.	place in plastic bag with ice
_____i.	Older, outer leaves of lettuce	10.	run water into the core hole
_____j.	Fruits that turn dark are		

3. Select the proper salad preparation terms by underlining the correct words in the sentences below.

   a. Main dish salads are (larger, smaller) than reular salads.

   b. (Fruit or vegetables, meats or cheese) are usually the main ingredients in a regular salad.

   c. (Garnish, body) is the main part of a salad.

   d. Dressing provides (flavor, crispness) in a salad.

   e. A garnish is used on a salad to make it (pretty, fresher).

4. Identify the correct statement concerning salad preparation by writing True or False in the blanks.

   _____a. All salads are main dish salads.

   _____b. The base of a salad is usually a green leafy vegetable.

   _____c. Most of the ingredients should be fresh and crisp.

   _____d. Carrot curls and radish roses are known as dressings.

   _____e. The first step in making a salad is getting the recipe.

5. Match the following statements concerning salads so that a complete sentence is made.

_____ a. Find the recipe,	1. fresh and clean.
_____ b. Salads add variety,	2. should be assembled second.
_____ c. All ingredients should be	3. read it, and ask questions.
_____ d. Your equipment and ingredients	4. four basic parts.
_____ e. Salads have	5. crispness, color, and flavor to meals.

6. Select the correct terms used in salad preparation. Write the terms in the blanks provided.

a. Most salads are made from _____ and _____.

b. The four main parts of a salad are _____, _____, _____, and _____.

c. Three common garnishes are _____, _____, and _____.

d. _____ is used in preparing molded salads.

e. Before you start the salad preparation, get the _____ and all _____ and _____.

base	fruits
olives	body
garnish	vegetables
carrot curls	dressing
gelatin	radish roses
recipe	tools
ingredient	

UNIT II-E

SALAD MAKER

UNIT TEST--PART 6

1. List three uses of salad dressings.

   a.

   b.

   c.

2. Explain the difference between mayonnaise and salad dressing.

3. Select the correct statements concerning salad dressings by answering True or False.

   _____ a. French dressing is made with two parts of oil to one part vinegar.

   _____ b. Mayonnaise is a cooked dressing.

   _____ c. Salad dressings may be varied with the use of different ingredients.

   _____ d. In making mayonnaise, add the flavorings after the mayonnaise becomes solid.

   _____ e. An opened can of oil should be used within 17 days.

   _____ f. It is fine to pour new oil in with older oil.

   _____ g. Vegetable oils are best to use in making mayonnaise.

   _____ h. You may use older eggs in making salad dressings.

   _____ i. Mineral oil is not suitable for making salad dressings.

   _____ j. Thousand Island dressing is a variation of mayonnaise.

UNIT II-E

SALAD MAKER

UNIT TEST--PART 7

1. Explain the correct use of garnishes by drawing a line under the word or words which best completes each sentence below.

   a. Avoid using (natural, artificial) colored foods as garnishes.

   b. Garnishes should be used in (odd, even) numbers.

   c. Use garnishes that (can, cannot) be eaten.

   d. Place radish roses and celery fans in (warm, cold) water to force them open.

   e. The garnish should (improve, cover up) the taste of a salad.

2. Identify the correct use of garnish by writing True or False in the blank in front of the sentence.

   _____ a. You should be able to eat the garnishes you use.

   _____ b. Always attach the garnish with a toothpick.

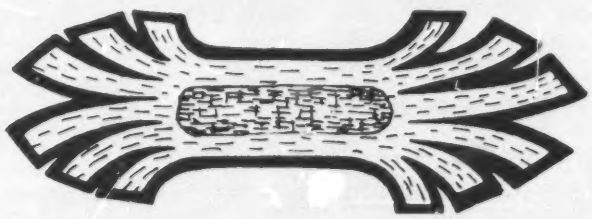
   _____ c. Garnishes have no uses in making salads.

   _____ d. Colorful, natural foods are good for garnishes.

   _____ e. Day-old parsley makes a good garnish.

3. Identify the garnishes shown below.

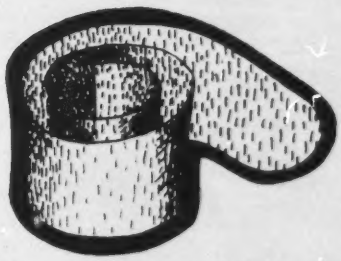
   a.



b.

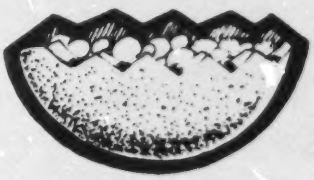
c.

d.

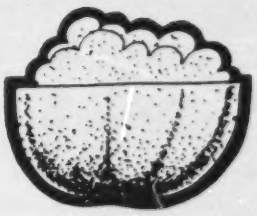


4. Describe how to make each of the following:

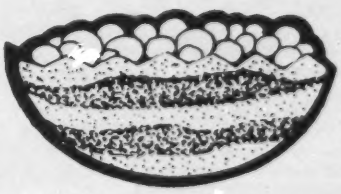
a. Citrus cup



b. Tomato cup



c. Melon basket



UNIT II-E

SALAD MAKER

UNIT TEST--PART 8

1. Point out each of the categories involving operation of the salad bar from the following list. Place the correct letter by the statement. A statement may have more than one letter.

   A. Reasons salad bars are good

   B. Preparation of the bar

   C. Set up of the bar

   D. Maintenance of the bar

   E. Clean-up of the bar

   _____a. Clean all surfaces of the bar.

   _____b. Check plate cooler for proper cooling.

   _____c. Place tongs or spoons in proper place.

   _____d. Remove and inspect dressing containers.

   _____e. Keep ice clean and fresh.

   _____f. Keep dressing containers full.

   _____g. Remove the salads and refrigerate.

   _____h. Drain or absorb water left in bar.

   _____i. Fill dressing containers.

   _____j. Fill ice bin.

   _____k. Customer can select salad.

   _____l. Place plates in cooler.

   _____m. Wipe down the salad bar.

   _____n. Keep the bar wiped off.

   _____o. Fill pepper dispenser.

   _____p. Keep dressing ladles clean and bowls full.

2. Point out the correct order for placing items on a salad bar by numbering the following 1 through 4.

   a. _____ dressings and condiments

   b. _____ small salads

   c. _____ plates

   d. _____ large salads

UNIT II-E

SALAD MAKER

UNIT TEST--PART 9

1. Identify (1) breads, (2) fillings, (3) spreads by writing 1, 2, or 3, in each blank.

_____a. fresh and soft outer portion of sandwich

_____b. gives taste to sandwich

_____c. mustard

_____d. should only cover the bread

_____e. rolls or buns

_____f. white, whole wheat, rye

_____g. mayonnaise

_____h. butter or margarine

2. Match terms associated with sandwiches to the correct statement by writing the correct number of the right in each blank on the left.

_____a.	thin, sharp knife	1.	used to cut sandwiches in half
_____b.	tongs	2.	butter, mayonnaise or mustard
_____c.	spreader	3.	a food made of fats and oils
_____d.	filling	4.	a food such as meat, cheese, or egg salad
_____e.	spread	5.	used to lay out slices of bread
_____f.	sandwich	6.	used to spread butter or margarine
_____g.	margarine	7.	used to place fillings on bread
_____h.	trays	8.	used to place meat or cheese on bread
_____i.	scoop		
_____j.	cutting board		

9. used to hold sandwiches when slicing

10. two or more slices of bread with filling between slices

3. Identify the correct order for preparing sandwiches by numbering the following phrases 1 through 8.

_____ a. place three sandwiches in a stack

_____ b. spread the filling

_____ c. slice through the stack to cut in half

_____ d. wrap the sandwich

_____ e. spread bread with margarine, mayonnaise, or mustard

_____ f. place filling on every other row of bread

_____ g. place slices of bread on a tray

_____ h. close the sandwich using both hands

4. Select the correct statements concerning sandwich preparation by answering True or False in each blank.

_____ a. A good sandwich has filling hanging over the edge.

_____ b. Fillings in sandwiches should be easy to eat.

_____ c. Filling should satisfy the appetite.

_____ d. Celery or cucumbers are good in soft fillings.

_____ e. Filling should make up 3/4 of the sandwich.

_____ f. Sandwiches should be neatly cut.

_____ g. Chopped fillings can be messy.

_____ h. Filling should not fall out when sandwich is picked up.